DOCUMENT RESUME

ED 459 051 RC 023 271

AUTHOR	Levine, Eliot
TITLE	One Kid at a Time: Big Lessons from a Small School. Series on School Reform. The Series on School Reform.
SPONS AGENCY	Spencer Foundation, Chicago, IL.
ISBN	ISBN-0-8077-4153-1
PUB DATE	2002-00-00
NOTE	171p.; Forewords by Ted Sizer and Tom Peters. Afterword by Dennis Littky and Elliot Washor.
AVAILABLE FROM	Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 (paperback: ISBN-0-8077-4153-1, $18.95; hardcover: ISBN-0-8077-4154-X, $38; plus $4.50 shipping). Tel: 800-575-6566 (Toll Free); Web site: http://www.tcpress.com.
PUB TYPE	Books (010) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Active Learning; Case Studies; Education Work Relationship; Educational Change; Educational Innovation; *Educational Practices; *Experiential Learning; High Schools; Internship Programs; Mentors; *Nontraditional Education; Parent Participation; *Performance Based Assessment; Progressive Education; *Small Schools; Teacher Student Relationship; Urban Schools
IDENTIFIERS	*Learner Centered Instruction; Providence School District RI

ABSTRACT

The Metropolitan Regional Career and Technical Center (the Met) is a unique public high school in Providence, Rhode Island. The Met has no classes, no grades, no tests, and no easy rides. With guidance from adults, each student builds a customized education focused on five learning goals: communication, social reasoning, empirical reasoning, quantitative reasoning, and personal qualities. Students spend 2 days per week at internships that they select based on their interests. But the Met is not a vocational school; the goal is to create versatile, motivated learners--not to prepare students for specific careers. The Met has little in common with most schools. Students study fewer topics but in far more depth. Rather than learning only with same-age peers, they work closely with adults inside and outside of school. Instead of taking tests, they give public exhibitions of what they have learned. Instead of letter grades, they receive detailed narratives written by their teachers. Each student's learning team--teacher, parents, student, and internship mentor--meets quarterly to assess the student's progress and plan the next quarter's activities. Chapter 1 chronicles the learning journeys of three diverse Met students. Chapters 2-8 explore the Met's unique mix of learning strategies. Chapter 9 assesses the Met's effectiveness, and chapter 10 discusses adapting the Met's principles to other schools. The book ends with a glimpse of graduation and an afterword by the school's co-directors. (Contains 67 references and an index.) (TD)

Reproductions supplied by EDRS are the best that can be made
from the original document.